

Make Me an Offer

Grade One



OBJECTIVES

Students will examine the significance of the Louisiana Purchase and the journey of Lewis and Clark's Corps of Discovery. They will become familiar with the features of the Keelboat Nickel reverse. They will be able to identify goods that were traded between Lewis and Clark and the American Indians. Students will also explore ways in which to carry out trade for their needs and wants.



CLASS TIME

Three 20- to 30-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), and the National Council on Economic Education (NCEE).

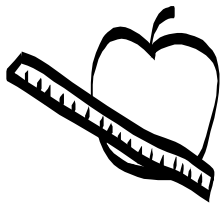
These standards are listed below:

- Social Studies: Culture
- Social Studies: Time, Continuity, and Change
- Social Studies: People, Places, and Environments
- Social Studies: Production, Distribution, and Consumption
- Mathematics: Number of Operations
- Mathematics: Reasoning and Proof
- Economics: Scarcity
- Economics: Gain from Trade
- Economics: Markets—Price and Quantity Determination
- Economics: Role of Money



MATERIALS

- 1 pre-2004 Monticello nickel
- 1 overhead projector
- 1 overhead transparency of each of the following:
 - pre-2004 Monticello nickel obverse from the Resource Guide (optional)
 - Keelboat Nickel reverse the Resource Guide
 - “Louisiana Territory” map from the Resource Guide
 - “Trading Key” chart



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- 1 overhead marker (optional)
- 1 copy of an age-appropriate text that provides basic historical information about the Lewis and Clark Expedition, such as:
 - *Lewis and Clark: Discover the Life Of An Explorer* by Trish Kline
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *A Picture Book of Lewis and Clark* by David Adler
 - *Going Along with Lewis and Clark* by Barbara Fifer
- Chart paper
- Markers
- Copies of the “I’ll Trade You!” worksheets (“American Indian” and “Explorer” versions)
- Crayons/colored pencils
- Scissors
- Envelopes



PREPARATIONS

- Make one overhead transparency of each of the following:
 - pre-2004 Monticello nickel obverse from the Resource Guide (optional).
 - Keelboat Nickel reverse from the Resource Guide.
 - “Louisiana Territory” map from the Resource Guide.
 - “Trading Key” chart.
- Locate an appropriate text that provides basic historical information about the Lewis and Clark Expedition (see examples under “Materials”).
- Make copies of the “I’ll Trade You!” worksheets (1 set for half the class of each version)



GROUPINGS

- Whole group
- Pairs
- Independent work



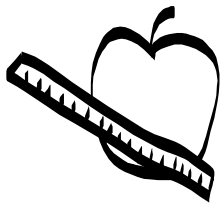
TERMS AND CONCEPTS

Obverse (heads)
Lewis and Clark
Corps of Discovery
Wants

Explorer
Keelboat
Nickel
Trade

Reverse (tails)
Louisiana Purchase
Goods

Thomas Jefferson
American Indians
Needs



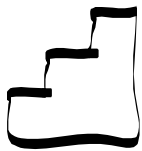
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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

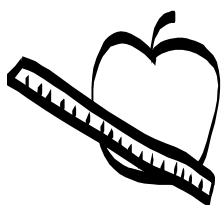
- The term “explorer”
- The terms “trade,” “needs,” and “wants”



STEPS

Session 1

1. Display a nickel and, if necessary, display the overhead transparency of the pre-2004 Monticello nickel obverse. Ask the students to examine this coin and tell you what they know about it. They should be able to identify this as the obverse (front) of a nickel and to explain that it depicts President Thomas Jefferson. Ask the students if they know that our country has changed the design on the reverse (back) of the nickel.
2. Display the overhead transparency of the Keelboat nickel reverse and explain that this is one of the new nickel reverse designs. Ask the students what they know about the design on this nickel. Have the students brainstorm about what is taking place in this coin’s design; who are the men portrayed and what they are doing? Explain that this nickel portrays a group of explorers who were very important to our country’s growth.
3. Engage the students in a discussion about explorers and the meaning of this term, directing them to realize that an explorer is a person who goes to a new place to find new things. Have students brainstorm the names of other explorers with whom they may be familiar, such as Christopher Columbus.
4. Display the overhead transparency of the “Louisiana Territory” map. Explain that our country was not always the same shape that it is today. Show them the area of the country that existed before the Louisiana Purchase.
5. Explain that, when our country was very young, President Jefferson bought some new land for our country. He then sent a team of explorers who were led by two men, named Meriwether Lewis and William Clark, to explore this new land. Show the students the area that Lewis and Clark explored. Note the territory’s position in relation to your school’s location.
6. Follow Lewis and Clark’s route with your finger or an overhead marker, and point out that the explorers traveled over both land and water. Ask students to guess what modes of transportation Lewis and Clark used along their journey. Explain that the boat portrayed on the nickel is a keelboat and was one of the means of transportation Lewis and Clark used on their exploration.
7. Introduce students to the selected text. As a group, preview the text and illustrations to generate predictions about what is occurring at different points in the book.

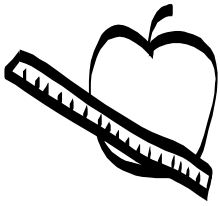


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8. Read the selected text aloud to the class. Ask students to pay attention to key events that took place throughout Lewis and Clark's journey. During the reading, attend to unfamiliar vocabulary and concepts.
9. After reading the book, briefly discuss the concept of needs and wants. Ask the students to brainstorm what items Lewis and Clark might have brought along with them on their journey that represented a need. Create a T-chart on chart paper with columns labeled "Needs" and "Wants" respectively. Record responses in the "Needs" column of the T-chart. Direct students to include responses such as food, water, warm clothing, etc.
10. Explain to students that Lewis and Clark knew they would run out of goods and would need to trade with people they met along the way, primarily American Indians, in order to get important supplies. Explain to students that American Indians, on the other hand, had everything that they needed. In order for Lewis and Clark to trade with them, they needed to bring trade items that the Native Americans would want. Explain that the keelboat that they saw on the river before was needed in order to carry all of the supplies that they brought on the journey, their needs and their wants.
11. Ask students to brainstorm a list of items for which American Indians might want to trade. Explain that American Indians wanted items that they couldn't make or find where they lived, such as colored beads, tools, and medicines. List these items in the "Wants" column on the T-chart.
12. Model a need-want trade with a student volunteer. Pretend that you need a pencil but that the student volunteer doesn't need anything. Ask the class what you have that the student might want. Complete the trade.

Session 2

1. Revisit the "Needs and Wants" T-chart and text from the previous session. Ask students to recall some of the things that Lewis and Clark had brought to trade with the American Indians.
2. Have students explain in their own words why Lewis and Clark had to bring items that they needed as well as items that the American Indians would want. If necessary, reinforce the idea that trade was Lewis and Clark's way of getting the supplies they needed. Therefore, the explorers had to bring items that the American Indians valued, so that they would want to trade with the explorers.
3. Display the overhead transparency of the "Trading Key" chart and examine it with students. As a class, discuss which items have equal value. Ask students to discuss which items would be most valuable to the explorers and American Indians respectively. Explain to students that this chart will be very important for a trading activity the next day.
4. Distribute the "I'll Trade You!" worksheets. Half of the class should receive the "American Indian" version and the other half should get the "Explorer" version. Each student



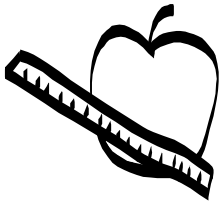
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should also receive an envelope labeled with his or her group name. Review the items on both of these worksheets, as necessary. Explain to students that a “camas bulb” was traded as food.

5. Direct students to independently color and cut these cards out and place them in their envelopes. Direct the students to store these in a safe location because they will be using their cards to make trades with each other in the next session.
6. Model a trade with two student volunteers. One student will be an explorer and the other will be an American Indian. Using the “Trading Key” chart, each student will decide for which item he or she wants to trade. Then the students will come together and agree on a trade. Once the trade is complete, the students then go back to their trading cards and decide what else they will need. The students come together again in order to complete a second trade. Have the class discuss which items the explorer traded and what he or she received in return.

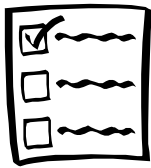
Session 3

1. Revisit the “Trading Key” chart from the previous session. Review with the students that this is the trading system that they will be using in today’s session.
2. Direct students to assemble into their groups (“Explorers” and “American Indians”).
3. Explain to the students that each is to take on the role of either an explorer or an American Indian during the Lewis and Clark Expedition. The explorer has items that the American Indians will want. The American Indian has items that the explorers will need to survive the rest of their journey.
4. Direct each student in the American Indian group to find a partner in the explorer group and to sit with the partner.
5. Have students take out their trading cards from their own envelopes. Allow each student time to determine what he or she wants to trade for and remind the students to use the “Trading Key” as a guide.
6. After a few minutes have passed, direct each explorer to pair up with his or her American Indian partner to negotiate the trade. After the trade is made, separate the pairs again and allow them to plan their next trade. Repeat this process until the students have used most of their trading cards.
7. Reconvene as a class to discuss the experiences that the students had while trading.
8. Discuss whether the students felt that Lewis and Clark had an easy or difficult time while they were out in the wilderness.



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9. Display the overhead transparency of the “Louisiana Territory” map. Explain that the Corps of Discovery traveled over both mountains and flatlands on its journey. Have the students discuss how the needs of the explorers would have changed throughout the journey. If necessary, prompt the students with clues about climate and terrain conditions along the journey. Then, have the students analyze how the wants of American Indians might change from tribe to tribe.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions and their ability to follow directions.
- Evaluate the knowledge of the trading process through informal observations during the trading session and follow-up discussion.



ENRICHMENTS/EXTENSIONS

- As a class, create a large illustrated mural of what the trading between the explorers and the American Indians may have looked like. Include some dialogue or gestures that may have been used to communicate their needs and wants to each other.
- Keep theme-related books about Lewis and Clark and the Louisiana Purchase in the class library so that students may read them at their leisure.
- Have students analyze and emulate the language difficulty experienced in communications between Lewis and Clark and the American Indians.
- Students may create an illustrated comic strip depicting a session of trading between Lewis and Clark and the American Indians. They may include some of the goods that were traded in the activity or may come up with some of their own.



DIFFERENTIATED LEARNING OPTIONS

- On the “Trading Key” chart, use equivalencies other than one-to-one. For example, one pair of scissors might be worth two salmon.
- Allow students to work with partners, rather than independently, as they consider which items to trade with their counterparts.



Name _____

I'll Trade You!

EXPLORERS

Directions: Color and cut out these cards to be used to trade with the American Indians.



Butcher Knives



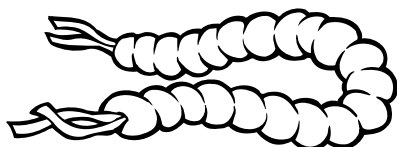
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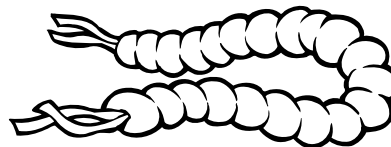
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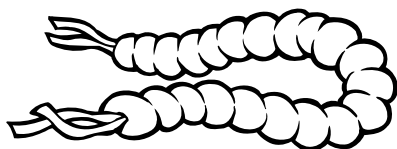
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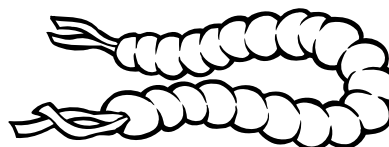
Beads



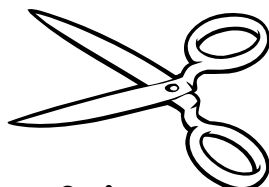
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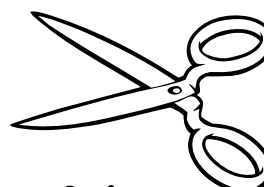
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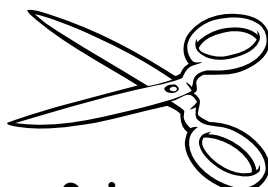
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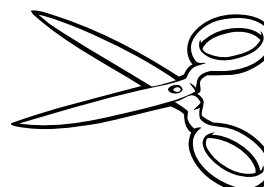
Scissors



Scissors



Scissors



Scissors

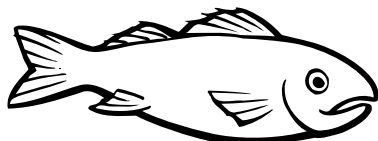


Name _____

I'll Trade You!

AMERICAN INDIANS

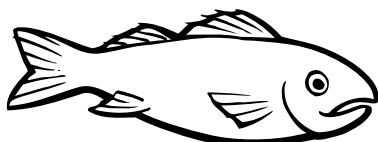
Directions: Color and cut out these cards to be used to trade with the explorers.



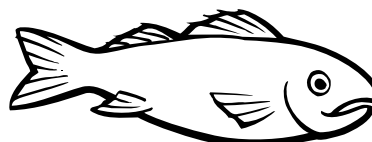
Salmon



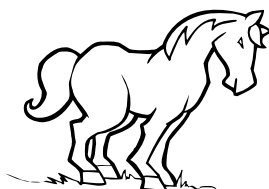
Salmon



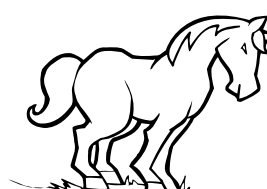
Salmon



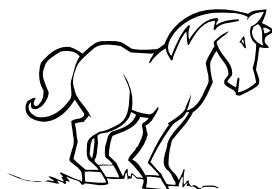
Salmon



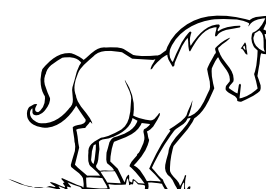
Horse



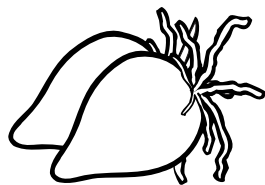
Horse



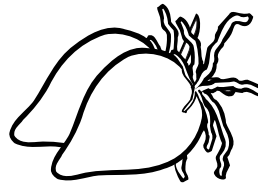
Horse



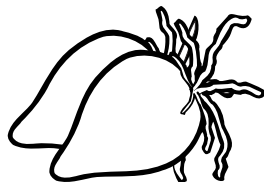
Horse



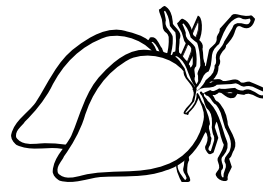
Camas Bulbs



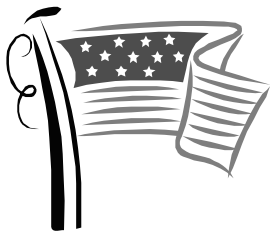
Camas Bulbs



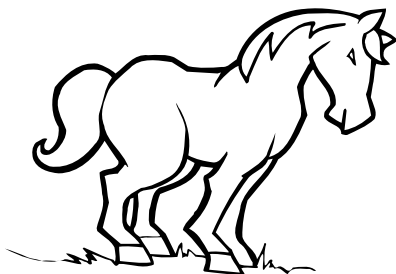
Camas Bulbs



Camas Bulbs



Trading Key

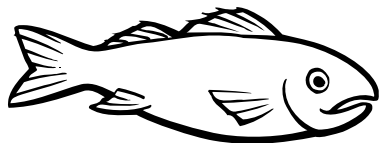


HORSE

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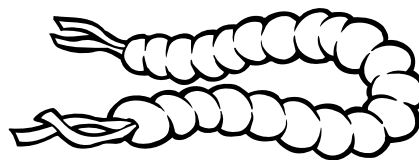


BUTCHER KNIVES

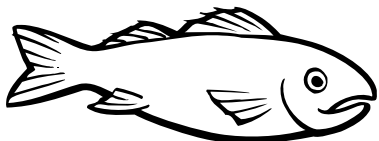


SALMON

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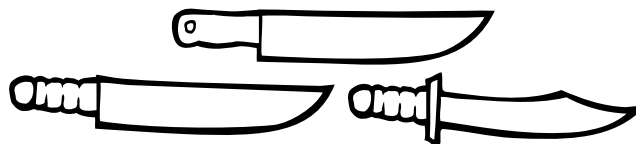


BEADS

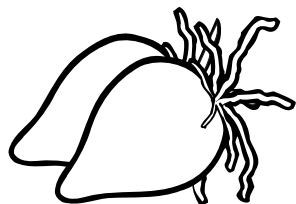


SALMON

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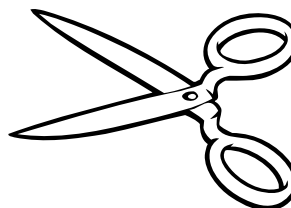


BUTCHER KNIVES



CAMAS BULBS

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SCISSORS